KEY STAGE 4	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
Design, Art, and Technology	**Intent:** All DT subjects guide students through the 4 areas of the design process: research, design, make and evaluate. Design Technology includes the application of scientific, mathematical and material knowledge in order to problem solve, design and build quality prototypes. Students are encouraged to take risks and demonstrate an ability to test and refine ideas in order to develop innovative outcomes. The subject aims to instill an awareness of social, moral and environmental issues in order to inspire a more sustainable future. **In designing:** Students will use primary and secondary research methods in order to develop an understanding of user needs. They will develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. **In making:** Students are required to demonstrate the ability to work safely and independently in order to manufacture high quality products and to produce and follow a project plan. **In Evaluating:** Students are encouraged to analyse the work of other designers and engineers past and present to develop and broaden their understanding. They will investigate new and emerging technologies and understand its impact on individuals, society and the environment and be able to test, evaluate and refine their own ideas against a specification, taking into account the views and needs of others. **<u>Curriculum intent Art and Design</u>** Studying Art at Wellsway school gives students the opportunity to develop a creative portfolio of work that is creative and meaningful to the individual. Students are encouraged to generate their own ideas surrounding a theme chosen by the teacher in order to develop unique outcomes that take risks and instill a sense of identity. **Explore:** Students will interpret and develop ideas by learning about a range of different artists, styles and art movements relating to a theme. **Record:** Students are required to develop skills in recording ideas by developing drawing techniques from firsthand observation using a variety of media. Students will learn how to take photographs and develop composition techniques. **Experiment:** Students will learn how to refine ideas through experimenting with mixed media and three-dimensional work such as clay, paper modelling, print making techniques and mixed media. **Present:** Students will learn how to make a conclusive artwork based upon a project theme and ideas and techniques explored.

KEY STAGE 4	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
Drama	The KS4 curriculum follows the Eduqas GCSE Drama specification. This exciting course combines the essential theoretical understanding of key elements in productions, along with practical performances. Students will learn through practical workshops to develop their performance and creative skills. They will experience the different styles and techniques of a range of practitioners and will consider how to stage performance texts. For the performance elements, students will work as a group to create an original devised piece based on a stimulus and will incorporate the ideas of a key practitioner. This section will help students develop their independence, leadership, and teamwork skills as students are responsible for researching ideas to creatively develop their piece. Students have the flexibility to complete this component as either a performance or design candidate. The second performance component of this course can also be approached as a performer or designer. Students get to choose a play to practically explore and stage. This is an exciting unit where students can really develop and strengthen their performance or design skills. The final section is on Interpreting Theatre, where students will develop and deepen their knowledge and understanding of production elements and performance skills. Students will practically explore how to stage a text from the perspective of an actor, director and designer and the impact that their creative decisions have on an audience. They will also experience a live theatre production, which they will critically analyse and evaluate in terms of their performance and production elements, encouraging them to reflect on the work of professionals. The elements within this course will effectively prepare students for further study in KS5.
English	The KS4 curriculum follows the AQA English Language and English Literature specification and supports the development of students' critical thinking skills, enabling them to respond sensitively and independently to a range of literary texts that reflect and explore the human condition. Students are encouraged to make detailed links between a range of written texts and their contexts, exploring how writers make linguistic and structural choices that shape a reader's understanding and perspective. Students are given many opportunities to advance their articulacy and support their creativity within both their spoken and written language. Language and Literature is taught throughout the two-year course, with a thematic approach to the teaching of Language that links to and supports the understanding of the Literature texts. The focus of lessons is the retention of knowledge and development of skills necessary to answer all the questions posed on the exam papers confidently and accurately.
Business	Throughout the KS4 Business curriculum at Wellsway School, we intend for students to develop the ability to spot gaps in the market and market trends, a keen business eye and the analytical skill needed to examine business performance, as well as an in-depth understanding of why and how businesses operate, including the place of business within the local community and society at large. Both the GCSE and VCERT courses are built around these fundamentals whilst following the exam board specifications, whilst also embedding skills and knowledge above and beyond that which is required of students to pass an exam. We deliver lessons that are challenging and current, embellished with real world business scenarios and case studies that students find engaging and relevant to their interests, whilst fostering an interest in financial independence and prosperity.

KEY STAGE 4	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
French / Spanish	The languages curriculum, both in what we cover and how the lessons are taught, is designed to ignite an interest in and a love of language and other cultures so that you can go on to learn more language or use it in a job or on holiday. Through learning a language, you also develop literacy and oracy in English as well as resilience and problem-solving skills. The courses are built around grammatical and skills coverage, with topics to enable this, in line with the GCSE course. Knowledge and skills are built upon and revisited to ensure long-term learning.
Geography	The KS4 curriculum is based on the AQA Geography GCSE specification. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The curriculum is sequenced so that students build on and deepen their knowledge and understanding of the physical world around them, followed by learning that focusses on the human world. The links between the physical and human worlds feature throughout and skills are integrated across the curriculum. Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.
History	The intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to understand where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be achieved not just through experiences in the classroom but also through the educational visits and cultural event.
Psychology	Psychology introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. The fundamentals of psychology include social influence such as conformity and obedience, psychological problems such as depression and how people perceive stimuli. This aims to inform them of causes of behaviour. They develop skills to form balanced arguments and applying their newly acquired psychological knowledge to real life scenarios and evaluate the effectiveness of psychological concepts. Students learn about how to carry out psychological research such as writing hypotheses, analyzing and displaying data and considering ethical issues within research. Psychology allows students the opportunity to see how and why people behave the way they do with a variety of explanations, as a result, students are more open minded and able to see things from a variety or perspectives.

KEY STAGE 4	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
Maths	Our ambitious mathematics and computing curriculum, rich in skills and knowledge, ignites curiosity and prepares students for everyday life and future employment. Our aim is for students to become fluent in the fundamentals of mathematics through varied and frequent intelligent practice and as a result be able to recall and use knowledge rapidly and accurately. Consequently, students apply their mathematics to a variety of routine and non-routine problems with increasing sophistication. Students have the knowledge and experience to break down problems into a series of simpler steps and show resilience and interest in seeking solutions. Our 'diagnose, therapy, test' approach means that students are clear on their progress and our WMAT website provides clear support for students of all ages and abilities.
Computing	Computer Science in Wellsway encourages students to: • understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation • analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs • think creatively, innovatively, analytically, logically and critically • understand the components that make up digital systems, and how they communicate with one another and with other systems • understand the impacts of digital technology to the individual and to wider society • apply mathematical skills relevant to Computer Science.

KEY STAGE 4	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
Music	We follow the AQA Music GCSE specification. Every GCSE Music student needs to immerse themselves in Music – as a performer, composer and listener both in and out of the classroom. Our intention throughout KS4 is to provide opportunities for students to develop their own musical identity that they can express through the performing and composing coursework. In addition to this, we aim to creatively teach each of the musical genres required for the listening and appraisal exam through performance and composition. Every year we have a different cohort who come to the course with different musical experiences - from Grade 6 instrumentalists to those who have taught themselves. Our curriculum plan and resources allow us to adapt to the students' needs and design lessons, which are most relevant to them. Every practical activity provokes questioning in which teachers will use their expert knowledge of Music and their knowledge of students' musical ability, to ensure all students are suitably challenged. For those interested at pursuing music at KS5, we will extend their learning to ensure they explore key musical concepts that may go beyond the syllabus. We want all our students to follow their own musical interests whilst also deepening their knowledge and understanding of Music by introducing them to a broad range of styles. We therefore encourage all students to participate in a variety of extra-curricular activities both in, and out, of school.
Dance	**GCSE Dance** The KS4 curriculum is based on the AQA GCSE Dance specification. This new and exciting course to Wellsway provides students with the opportunity to explore dance through Performance, Choreography and Dance appreciation. For the performance element, students will perform a number of set phrases through a solo performance and a duo/trio performance. For choreography they will be required to choreograph either a solo or group performance. In the final section for dance appreciation, students will develop and deepen their knowledge and understanding of choreographic processes and performing skills, critical appreciation of their own work and critical appreciation of professional works. This course will prepare students for further study at KS5.

KEY STAGE 4	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
Religious Studies	It is our intent for the Religious Studies element of the Humanities curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Religious Studies contributes significantly to the vision of the school and enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and

KEY STAGE 4	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
	opinions of others regarding pertinent contemporary moral and ethical issues. The GCSE covers 3 components, one focusing on religious, philosophical and ethical studies in the modern world, covering themes such as relationships, life and death, human rights and good and evil from a Christian, Muslim and Humanist perspective. The other 2 components focus on the two largest religions in the world - Christianity and Islam – beliefs and teaching and practices. The teaching of Religious Studies makes links between the beliefs, practices and value systems of a range of faiths and worldviews studied. The Religious Studies curriculum aims to develop responsibility, respect and tolerance for all aspects of diversity, whether it be social, cultural and religious, and to prepare students well for life in modern Britain.
Science	Our science curriculum is designed to help students understand and question the world around them. It gives them the scientific knowledge and skills that they need in order to be successful in their future lives and contribute to the wider community. Students are empowered with a strong knowledge base that they can then use to evaluate important issues, analyse evidence and problem solve. They develop the confidence to form their own opinions and articulate themselves effectively. Our engaging and challenging curriculum means that students will continue to enjoy learning about science and how the world works throughout their lives.

KEY STAGE 4	CURRICULUM INTENT – WHAT WE INTEND TO PROVIDE
Physical Education	**Core PE** The KS4 core Physical Education further contributes and develops the educational experience of students from KS3. Students will continue to participate in a range of sports and physical activities, with greater focus on independence, leadership, team work and decision making. There is a greater focus on activities which students are likely to participate in once leaving full time education and equipping them with the skills and knowledge to make effective health and lifestyle choices the will benefit them throughout life. The programme will also support students who are studying one of the academic routes offered, through development of key terminology and participation. As in KS3, students will participate a wide range of sports and physical activity, which will develop their knowledge, and understanding of the sports, their physical abilities, along with resilience, leadership and teamworking skills. Throughout KS4 there will continue to be a range of opportunities to take part in competitive sports through lessons, interhouse competitions and representing the school. Students have the opportunity to become a Sports Leaders in KS4, working with primary partners to offer a wide range of sporting events and competitions. **GCSE PE** The KS4 curriculum is based on the AQA GCSE PE specification. This exciting and relevant course studies the theory that underpins physical activity and sport, along with the practical performance in a range of sports. Students will learn about topics including applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences, health, fitness and wellbeing. Practically they will participate in a range of sports, where they will finally be assessed in two of these (two team and one individual, or one team and two individual). The curriculum is sequenced so that students develop and deepen their knowledge of the human body, followed by topics that impact the wider sporting community. Although there are individual units, a synoptic approach will allow students to include information from different parts of the course where this is relevant. This course will prepare students for further study at KS5. **VCERT Health and Fitness** The KS4 curriculum is based on the VCERT Health and Fitness specification. This course is specifically focused on those students who want to improve their knowledge and understanding of health and fitness principles in a variety of settings and a vocational and project-based approach is applied. This course provides students with the opportunity to explore and understand the main body systems and their functions, understand the Principles of Training and FITT, explore how physical activities effect the body in the short and long term, the importance and use of fitness testing for specific health and skill related components of fitness and to create a Health and Fitness programme, developed through understanding different lifestyle analyses tools and applying them appropriately. Upon the competition of this course, students will have the skills and experience to progress onto further KS5 vocational courses.

What our curriculum will cover

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Design Technology Textiles	**Unit 1** New and emerging technologies Basic sewing skills	**Unit 2** Energy, materials, systems and devices. Tyvek, tie dye, pleat, frill, batik, tuck and fold	**Unit 3 and 5** Materials and textiles. Weaving, hand sewing, sewing clothes patterns	**Unit 4** Common specialist technical principles. Heat press, free embroidery, mini NEA project	**Unit 6 and 7** Designing and making principles. Mini NEA project	**Start GCSE** NEA 1st June. A01 – research, design brief and specification.
Food	**Protein** Functions, categories. Meat; cuts, types, uses, sustainability, farming methods. Nutritional structure; denaturing, coagulation. Vegan and vegetarian diets Practical work (once a week); Dishes will be cooked in line with the topics being covered.	**Carbohydrates** Functions, categories. Cereal, provenance. Sugar; production, uses, dietary issues. Staple foods from around the world. Practical work (once a week); Dishes will be cooked in line with the topics being covered.	**Fat** Functions, categories. Dairy products; functions, uses, examples. Effects on our diet, uses in cooking, Cheese, yoghurt, butter production Practical work (once a week); Dishes will be cooked in line with the topics being covered.	**Micro-nutrients** Categories, functions. Minerals; functions, sources, Trace elements; Uses and examples, Practical work (once a week); Dishes will be cooked in line with the topics being covered.	**Cooking methods** Heat transfer, cake making methods, effect of heat on food. Practical work (once a week); Dishes will be cooked in line with the topics being covered. Pupils choosing their own recipes.	**Mock exams and NEA tasks.** Pupils will complete a short NEA1 (experiment) task, as a group in pairs. Pupils will also complete a short NEA2 task (design and make) independently. Before sitting mock exams.

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Art	**Unit 1**: Introduction to Art developing and refining skills in preparation for coursework through a still life project. Drawing, Clay, Pattern, Colour theory, mixed media. Artist research Kate Malone	**Unit 1**: Introduction to Art developing and refining skills in preparation for coursework through a still life project. Artist study page Wayne Thiebaud. Oil Pastels, watercolour.	**Unit 2**: Start coursework project theme: It Matters to Me. Learn how to develop ideas more independently using assessment objectives. AO1 generate ideas independently based around a theme chosen by the teacher. Create a mind map, mood board and artist study page.	**Unit 3**: 60% coursework portfolio Project theme: It Matters to Me AO1 Artist study pages linked to the starting point including an Artist copy analysis and personal responses for two artists	**Unit 3**: 60% coursework portfolio Project theme: What Matters to Me. AO3 Develop ideas through recording ideas through taking photographs and 1st hand observational drawing.	**Unit 3**: 60% coursework portfolio Project theme: What Matters to Me. A02 Refine and experiment with materials such as printmaking, painting and watercolour
Creative Technology	**Unit 1:** Introduction to Creative Tech by developing and refining skills in preparation for coursework though Function project. Drawing, Designing,	**Unit 1:** Introduction to Creative Tech by developing and refining skills in preparation for coursework though Function project. Artist research into	**Unit 2** 60% coursework portfolio Project theme: Habitats AO1 generates ideas independently based around a theme. Create a mind map,	**Unit 2** 60% coursework portfolio Project theme: Habitats AO2 – Experimenting with designs inspired by an artist. AO1 – Artist research	**Unit 2** 60% coursework portfolio Project theme: Habitats AO2 – Experimenting with designs inspired by an artist. AO1 – Artist research	**Coursework AO3** 60% coursework portfolio Project theme: Habitats AO2 – Experimenting with designs inspired by an artist. Experimenting with mixed media to

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Woodwork, mixed media. Artist research into a toy designer.	mobile artist, Designing, CAD and laser cutting, making with mixed media.	mood board and artist study page.	AO3 – Photographs related to theme.	AO3 – Develop ideas through recording 1st hand observational drawing.	develop ideas for designs.

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Child Development	**Component 1a** Children's growth and development Explore key developments in the five areas of development Birth – 5 years	**Component 1b** Exploring the factors that affect growth and development Complete first coursework	**Component 2a** Learning through play Understanding how children play, types of play, the role of adults in play. How play helps development in all 5 areas	**Component 2b** Learning through play Supporting children's play	Component 2 Learning through play Supporting children's play Complete second coursework	**Component 3** Supporting children in the development. Circumstances that affect development
Design Technology Product Design	**Unit 1:** New & emerging Technologies Marking skills sawing skills using hand saws and machines	**Unit 2**: Energy, materials, systems & devices Mini PowerStation models wooden box project marking and cutting finger joint dowel joint	**Unit 3:** Materials Force and stress testing materials tools investigation	**Unit 4**: Common specialist technical principles Pewter casting project improving the properties and functionality of materials	**Unit 5, 6 and 7**: Textiles and electronics Designing principles Making principles Materials Investigation Puzzle challenge	**Start GCSE NEA 1st June**. A01 – research, design brief and specification.

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	sanding skills using hand files and machines drilling skills	mitre joint dovetail join		scales of production investigation quality control testing	Soldering Modelling	

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Drama	Developing key drama skills Introduction to practitioners Introduction to War Horse	Mock Component 2 Continued exploration of War Horse	Introduction to practitioner and stimulus for Component 1 Start devising	Continue devising for Component 1	Internally assessed performance Component 1 Exploration of War Horse	Component 1 written portfolio and evaluation
English	**Transition unit** – An introduction to Paper One Introduction to GCSE skills/questions for Language paper 1 – Year 10 Paper One A Booklet of both Gothic and Dystopian extracts to prepare students for English	**19th Century novel**: *A Christmas Carol* by Charles Dickens **An introduction to the Power and Conflict Poetry Booklet** *Exposure* by Wilfred Owen	**19th Century novel**: *A Christmas Carol* by Charles Dickens **Paper Two Language:** Year 10 Power and Politics Opportunities to compare texts based on the socio-political ideas in *A Christmas* Carol and prepare for	**Modern Drama**: *An Inspector Calls* by J B Priestley **Power and Conflict Poetry Booklet** *Poppies* by Jane Weir *Charge of the Light Brigade* by Tennyson	**Modern Drama**: *An Inspector Calls* by J B Priestley **NEA – Spoken Language Unit and Assessment**	**Preparation for the end of Year 10 exam:** The Year 10 Paper One booklet could be used as revision/practice **Power and Conflict Poetry Booklet** *Remains* by Simon Armitage

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Language Paper One and understand *A Christmas Carol's* genre and literary context Unseen Poetry Booklet	*Bayonet Charge* by Ted Hughes *Kamikaze* by Beatrice Garland	those in *An Inspector Calls* Opportunities to study texts based on the socio-political ideas that are currently topical	*War Photographer* by Carol Ann Duffy		

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Business GCSE	Unit 1: Business in the Real World The nature and purpose of business Ownership types Business aims and objectives	Stakeholders Location Business planning Expanding a business	Unit 2: Influences on Business Technology Ethical and environmental considerations The economic climate	Globalisation Legislation The competitive environment	Unit 4: Human Resources Organizational structures Recruitment and selection	Motivation Training
Business VCert	**LO1: Entrepreneurship and Organisation** 1.1 – Enterprise and Entrepreneurs 1.2 – Business aims and objectives 1.3 – Legal Structures (Sole Traders and Partnerships)	2.3 – Market Research (Primary and Secondary / Benefits and Drawbacks) 2.3 – Market Research (Processing Market Research Results)	**LO3: Operations Management** 3.1 – Production Processes (Methods of Production) 3.1 – Production Processes (Efficiency in Production)	**LO4: Customer Service and Internal Influences** 4.1 – Customer Service (Introduction to Customer Service) 4.1 – Customer Service (Measuring Customer Service)	**LO5: External Influences** 5.1 – Technology (Changing Use of ICT) 5.1 – Technology (E-Commerce) 5.1 – Technology (Digital Comms)	5.3 – The Economic Climate (Interest Rates) 5.3 – The Economic Climate (Interest Rates - Continued) 5.3 – The Economic Climate (Level of Employment)

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	1.3 – Legal Structures (Private Limited Companies) 1.3 – Legal Structures (Franchises) 1.3 – Legal Structures (Co-operatives and	2.3 – Market Research (Knowing Your Market) 2.4 – Marketing Mix (Product) 2.4 – Marketing Mix (Product Differentiation) 2.4 – Marketing Mix (Product Life Cycle 2.4 – Marketing Mix (Pricing Strategies)	3.2 – The Role of Procurement (Just In Case (JIC)) 3.2 – The Role of Procurement (Factors Affecting Choice of Suppliers) 3.2 – The Role of Procurement (Procurement vs. Logistics) (Consequences of Quality Issues)	4.1 – Customer Service (Impact of IT on Customer Service) 4.2 – Motivation (Importance of Motivation) 4.2 – Motivation (Financial Motivation)	5.2 – Ethics and Social Costs (Ethical Considerations) 5.2 – Ethics and Social Costs (Benefits and Drawbacks of Ethical Business Behaviour) 5.2 – Ethics and Social Costs (Sustainability)	5.3 – The Economic Climate (Consumer Spending) 5.4 – Globalisation 5.4 – Globalisation (Exchange Rates) 5.5 – Legislation (UK Employment Law) Environment (Competition) 5.6 – The Competitive

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Business VCert Cont:	2.1 – Identifying and Understanding Consumers 2.2 - Segmentation 2.3 – Market Research (Purpose and Types of Research) 2.3 – Market Research (Qualitative and Quantitative Research) 2.3 – Market Research (Primary and Secondary /	2.4 – Marketing Mix (Price and Demand) 2.4 – Marketing Mix (Promotion) 2.4 – Marketing Mix (Choosing the Right Promotiom) 2.4 – Marketing Mix (Place)	3.3 – The Concept of Quality (Methods of Maintaining Quality)			Environment (Risks and Uncertainties)

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Benefits and Drawbacks)					
French	**Unit 1:** Me, my family and friends Reflexive verbs Direct object pronouns The future tenses	**Unit 2**: Technology in everyday life Present tense of regular and irregular verbs	**Unit 3**:Free-time activity Perfect tense Developing sentences Demonstrative pronouns Pronouns y and en	**Unit 4**: Customs and festivals Reflexive verbs in perfect tense Perfect infinitive Imperfect tense	**Unit 5**: Home, town, neighbourhood & region Negatives Conditional mood Possessive pronouns	**Unit 6**: Social issues Vouloir que + subjunctive Imperfect
Spanish	**Introduction:** Introduction to Spanish Module 1: Travel & tourism Phonics	**Module 2: My studies, life at school & college** Adjectival agreement Comparatives and superlatives Negatives	**Module 3: Me, my family and friends** **Possessive adjectives** Present tense Para+ infinitive	**Module 4: Free-time activities** **Soler+ infinitive** Preterite tense Imperfect tense	**Module 5: Home, town, neighbourhood & region** **Se puede + infinitive** The future tense	**Module 6: Customs and festivals** **Expressions with tener** Using estar The passive

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Basic greetings Present tense of regular verbs Present tense of regular and irregular verbs Giving opinions Using connectives Asking questions Preterite tense regular and irregular verbs Imperfect tense	Imperfect tense Present tense Near future tense Direct object pronouns	The present continuous Reflexive verbs Ser and estar	Acabar de + infinitive Perfect tense	Si+ present/ future tense Demonstrative adjectives The conditional mood	Preterite tense of reflexive verbs Superlatives Expressions followed by the infinitive

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Geography	**Natural hazards** tectonics hazards Weather hazards extreme weather	**Natural hazards** Climate change The Living world Ecosystems Tropical rainforests	**The living world** Hot deserts Physical landscapes Coastal landscapes and processes	**Physical landscapes** Rivers landscapes and processes Fieldwork skills Rivers fieldwork	**Urban issues and challenges** Megacities Issues and challenges in LICs	**Urban issues and challenges** Issues and challenges in HICs

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
History	**<u>Unit 1</u>** **Medicine through time** Medieval medicine: Role of religion on the development of medicine. The development of Public Health and the role of Islamic medicine	**<u>Unit 3</u>** **18th & 19th Century medicine:** Role of religion on the development of medicine. Pasteur vs Koch and the Germ theory The development of surgery	**<u>Unit 5</u>** **Modern medicine:** Penicillin Modern medicine compared to previous medicine.	**<u>Unit 1</u>** **Elizabeth I** Court and Parliament Who was Elizabeth? Power in Elizabethan England. Marriage?	**<u>Unit 3</u>** **Golden Age** Wealth, fashion and stately homes Theatre and poverty	**<u>Unit 5</u>** **Historical environment study** Hardwick Hall, Spanish Armada, Globe or Kenilworth Castle

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
History Cont:	**<u>Unit 2</u>** Renaissance medicine: Role of religion on the development of medicine. The Great Plague Vaccines	**<u>Unit 4</u>** Medieval medicine: Role of religion on the development of medicine. The development of Public Health and the role of Islamic medicine.	**<u>Unit 6</u>** Modern Medicine: Liberal reforms and social developments The NHS The impact of the Second World War	**<u>Unit 2</u>** Religious settlement Northern Rebellion Catholic threat Essex Rebellion Puritans	**<u>Unit 4</u>** **Voyages and Armada** Drake and exploration Naval warfare Spanish Armada	**<u>Unit 1- Conflict and Tension</u>** **Treaty of Versailles** Post FWW Reaction to the Treaty

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Psychology	**Topic 1:** Social influence	**Topic 2:** Language, thought and communication	**Topic 3**: Brain and neuropsychology	**Topic 4:** Psychological problems	**Topic 5**: Memory	**Topic 6**: Research methods
Maths	Ratio 1 – Ratios Algebra 5 - Simultaneous Equations/Formulae	Statistics 3 Probability of Single Events	Number 5 - Factors, Powers and Roots Algebra 6 - Brackets and Indices/Quadratics and non-linear graphs	Shape 5 - transformations and vectors Ratio 2 - Proportion	Algebra 7 - Functions/Linear and Quadratic Graphs Shape 6 - Circle Theorems and Triangles/Cylinders, Cones & Spheres	Statistics 4 - Probability of Two Events Number 6 – Estimations, Limits and Bounds

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Computing	1.2.3 Units (Part 1) 1.1.1 Architecture of the CPU 1.1.3 Embedded systems 1.4.1 Threats to computer systems and networks	.1.2 CPU performance 1.2.1 Primary storage (Memory) 1.2.2 Secondary storage 1.2.3 Units (Part 2) 1.2.4 Data storage	1.3.1 Networks and topologies 1.3.2 Wired and wireless networks, protocols and layers 1.5.1 Operating systems (Part 2)	1.5.2 Utility software 1.6.1 Ethical, legal, cultural and environmental impact (Part 2) 2.1.1 Computational thinking	2.1.2. Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms	2.2.1 Programming fundamentals 2.2.2 Data types 2.2.3 Additional programming techniques

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	1.4.2 Identifying and preventing vulnerabilities 1.6.1 (Part 1) Ethical, legal, cultural and environmental impact 1.5.1 Operating systems (Part 1)	1.2.5 Compression				
Music	Key musical elements A variety of musical genres inc. Baroque Tonality, texture and structure Short composition exerises	Set work – from Little Shop of Horrors, Feed Me Musical genre – Classical and a variety! Musical elements – texture and cadences How to plan a composition Performance (ensemble)	Set work – Mushnik and Son from Little Shop of Horrors Musical genre – Romantic Requiem and piano music and a variety! Return to tonality. Composing to a brief.	Set work – Feed Me from Little Shop of Horrors. Performance Mock Composition – modulation Introduce composition coursework brief. Musical genre: folk, reggae, 20th century	Working on composition 1 Listening revision. Composing Long answers for Little Shop of Horrors.	Refine composition. Start on score and write programme note. Musical genres: Musical, film and gaming.

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Physical Education/ Dance	**PE** Sociocultural influences & well-being in physical activity (Health,	**PE** The Human body and movement in physical activity and sport (musculoskeletal)	**PE** The Human body and movement in physical activity and sport (cardio-respiratory)	**PE** The Human body and movement in physical activity and sport (cardio-	**PE** Sociocultural influences & well-being in physical activity (Sociocultural influences)	**PE** The Human body and movement in physical activity and sport (Use of data)

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	fitness and well-being) **Dance** A Linha Curva (professional works: ASDR and Stimulus) An introduction to performance	 **Dance** Emancipation of expressionism (professional works: ASDR and Stimulus) Breathe (set phrase one)	 **Dance** Within Her Eyes (professional works: ASDR and Stimulus) Shift (set phrase two)	respiratory + Movement analysis) **Dance** Shadows (professional works: ASDR and Stimulus) Work on both set phrases	 **Dance** Artificial things (professional works: ASDR and Stimulus) Duet/Trio (performance piece)	 **Dance** Infra (professional works: ASDR and Stimulus) Duet/Trio (performance piece)
Fitness VCERT	Skeletal system Muscular system	Respiratory system Cardiovascular system	Effects of Health and Fitness activities on the body Health and fitness Principals of training	Revision for March exam Understand the impact of Lifestyle on health and fitness	Understand the impact of Lifestyle on health and fitness	Understand how to rest and develop components of fitness

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Religious Studies	**<u>Component 1</u>** **Issues of relationships** Family, marriage, divorce, sexual	**<u>Component 1</u>** **Issues of life and death**	**<u>Component 2</u>** **Christianity – Beliefs and Teachings** The nature of God, the Apostles' creed,	**<u>Component 3</u>** **Islam – Beliefs and Teachings** The foundations of faith, the nature of	**<u>Component 3</u>** **Islam – Beliefs and Teachings (contd.)** Holy Books, Al-Qadr, Judgement, free will	**<u>Component 1</u>** **Issues of good and evil** Crime and punishment,

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	relationships, contraception, gender prejudice and discrimination	creation stories, science and religion, stewardship	creation, Jesus Christ, salvation and atonement, judgement and the Afterlife	God, prophethood, God's message, Prophet Muhammed, Angels		morality, the death penalty, prison reform, forgiveness, suffering, religious attitudes to suffering
Combined science	*please note that topics may not be taught in this order to ensure there are no clashes for practical activities. Bio B- Systems. Students will learn about the different systems in our bodies, including the digestive system and respiratory system. •	**Combined Science**: Phys B -Electricity. Students will learn about the symbols in electrical circuits, potential difference, current and static electricity	**Combined Science**: Phys C- Forces and motion. Students will learn how to calculate speed, using velocity time graphs and explore the factors that affect the distance it takes for a car to stop •	**Combined Science**: Bio C- Bio Energetics. Students will learn about plant tissues, factors affecting photosynthesis and the difference between aerobic and anaerobic respiration.	**Combined Science:** Chem C-Chemical Changes. Students will learn about the reactions of acids with metals and other compounds. They will learn about properties of acids along with how we are able to separate elements through the method of electrolysis	**Combined Science:** Phys D-Waves. Students will learn about radiation and its effects, properties of waves and the electromagnetic spectrum

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Combined science Cont:	Chem A- Bonding and structure. Students will learn about the fundamental principles of bonding and structure in chemistry. Including	Chem B- Energy Changes. Student will learn about why reactions change the temperature of their surroundings and how we can order			Bio D- Homeostasis and response. Students will learn about the processes in our bodies that help us to regulate our bodily functions	Chem D- Chemical Calculations and Organic I. Students will learn about the fundamental chemical calculations needed for

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	covalent bonding, ionic bonding and metallic bonding. They will also find out why alloys are stronger than pure metals and the different properties polymers can have.	elements based on their reactivity.				chemistry, along with learning about how we produce fuels and what happens when we burn fuels.
Biology	**Bio D- Systems.** Students will learn about the different systems in our bodies, including the digestive system and respiratory system.	**Bio D- Systems.** Students will learn about the different systems in our bodies, including the digestive system and respiratory system.	**Bio E- Bio** Energetics. Students will learn about plant tissues, factors affecting photosynthesis and the difference between aerobic and anaerobic respiration.	**Bio E Bio E- Bio** Energetics. Students will learn about plant tissues, factors affecting photosynthesis and the difference between aerobic and anaerobic respiration.	**Bio F** Homeostasis and response. Students will learn about the processes in our bodies that help us to regulate our bodily functions	**Bio F** Homeostasis and response. Students will learn about the processes in our bodies that help us to regulate our bodily functions

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Chemistry	**Chem C-** Bonding and structure. Students will learn about the fundamental	**Chem C-** Bonding and structure. Students will learn about the fundamental	**Chem D-** Energy Changes. Student will learn about why reactions change the	**Chem D-** Energy Changes. Student will learn about why reactions change the	**Chem E-** Chemical Changes. Students will learn about the reactions of acids with metals and	**Chem F-** Chemical Calculations and Organic I. Students will learn about the

YEAR 10	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	principles of bonding and structure in chemistry. Including covalent bonding, ionic bonding and metallic bonding. They will also find out why alloys are stronger than pure metals and the different properties polymers can have.	principles of bonding and structure in chemistry. Including covalent bonding, ionic bonding and metallic bonding. They will also find out why alloys are stronger than pure metals and the different properties polymers can have.	temperature of their surroundings and how we can order elements based on their reactivity.	temperature of their surroundings and how we can order elements based on their reactivity.	other compounds. They will learn about properties of acids along with how we are able to separate elements through the method of electrolysis	fundamental chemical calculations needed for chemistry, along with learning about how we produce fuels and what happens when we burn fuels.
Physics	**Phys D-** Forces and motion. Students will learn how to calculate speed, using velocity time graphs and explore the factors that affect the distance it takes for a car to stop	**Phys D**- Forces and motion. Students will learn how to calculate speed, using velocity time graphs and explore the factors that affect the distance it takes for a car to stop	**Phys E**- Electricity. Students will learn about the symbols in electrical circuits, potential difference, current and static electricity	**Phys E**- Electricity. Students will learn about the symbols in electrical circuits, potential difference, current and static electricity	**Phys F**- Waves. Students will learn about radiation and its effects, properties of waves and the electromagnetic spectrum	**Phys F**- Waves. Students will learn about radiation and its effects, properties of waves and the electromagnetic spectrum

YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6

Design, Art and Technology **Textiles**	**NEA A01** – research, design brief, specification and design ideas	**NEA – A01, A02.** Design ideas, final designs. Toile, construction of final product.	**A02** – realising design ideas. Complete toile. Construction of final product.	**A02** – Complete final product. A03 – evaluation. Revision of units 1- 7 for exam preparation. Hand in of NEA.	Revision of units 1-7 for exam preparation.	
Design Technology **Product Design**	**NEA- AO1**- Context analysis/ Primary Product analysis/Client Profile and Location profile/ Design brief, specification and research summary (extra Designer research, Economic and social effects)	**NEA – A01, A02**. Initial design ideas X3/ Modelling Initial Ideas/ Model Development/ Aesthetic Prototype, construction of final product.	**NEA- A02** – Aesthetic Prototype/ Packaging/Standard Components/ Rendered CAD Drawing/Exploded View / Individual Components / Cutting List/working drawing final piece/ Material Investigation / Development/ Manufacturing Diary	**NEA- A02** – final piece/ Material Investigation / Development/ Manufacturing Diary/ Manufacturing Development A03 -Evaluation x 3. Final photos of product, analysis, RAG specification table Revision of units 1- 7 for exam preparation. Hand in of NEA.	Revision of units 1-7 for exam preparation.	
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6

Creative Technology	**Unit 2** 60% coursework portfolio Project theme: Habitats AO2 – Experimenting with design ideas to develop project. AO2 – creating 3d models designing ideas for final piece.	**Unit 2** 60% coursework portfolio Project theme: Habitats AO4 – Developing final design using 3d materials. Evaluating 60% coursework project.	Exam Project: 40% exam coursework unit. AO1 - Artist Research, Title page, Moodboard. AO3 –Developing ideas through recording with photographs and observational drawing.	Exam Project 40% exam coursework unit. AO1 – Artist research AO2 - Initial design ideas. Experiment with different materials. Linking experimentations to artists. Developing ideas whilst looking through improvements, which could be made from prototypes.	Exam Project: 40% exam coursework unit. AO4 – Developing final design using 3d materials. Evaluating 60% coursework project.	
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Art	Unit one coursework portfolio 60% **AO2** Develop ideas and ideas through thumbnail sketches. Experiment with clay **AO3**	Unit one coursework portfolio 60% **AO4** Develop a final piece that is conclusive of your starting point, research and experimentation. Present and annotate	UNIT Two: Exam portfolio controlled assessment **AO1** Develop ideas surrounding a theme chosen from the exam paper issued by the exam board. Create, Mind Maps, mood boards title	UNIT Two: Exam portfolio-controlled assessment **AO2** Develop ideas through experimentation, printing techniques and thumbnail sketches	UNIT Two: Exam portfolio-controlled assessment **AO4** Present, annotate and evaluate preliminary work leading up to your final piece	

	Record ideas through Painting	work ready for submission	page and 2 x artist research pages **AO3** Record ideas through drawing from firsthand observation and photography	**AO4** Develop a final piece that is conclusive of your starting point, research and experimentation	Final improvements of Coursework	
Drama	War Horse	War Horse Live theatre review	Component 2	Component 2 externally assessed War Horse	War Horse Live Theatre Review Exam preparation	
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
English	**Shakespeare**: *Romeo and Juliet* by William Shakespeare Start the Year 11 Paper One booklet in order to revise for November exams	Revision of **19th Century novel**: *A Christmas Carol* by Charles Dickens **Shakespeare**: *Romeo and Juliet* by William Shakespeare Continue the Year 11 Paper One booklet in	**Paper Two Language:** Year 11 P2 Viewpoints and Perspectives Opportunities to compare issues relevant in Romeo and Juliet – through various time frames	**Modern novel**: *Animal Farm* by George Orwell **Paper Two Language revision**	Shakespeare and the 19th Century Novel Poetry and the Modern Novel **Paper One** Language: Explorations in Creative Reading and Writing **Paper Two** Language: Writers'	

		order to revise for November exams	Unseen Poetry – this will be studied during every term		Viewpoints and Perspectives	
Business GCSE	**Unit 3: Business operations** Production processes The role of procurement The concept of quality Good customer services	**Unit 5: Marketing** Identifying and understanding customers Segmentation Market research Marketing mix	**Unit 6: Finance** Sources of finance Cash flow	Financial terms and calculations Analysing financial performance		
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Business VCert	**LO1: Growth and Development** 1.1 – Types of Expansion 1.2 – Economies and Diseconomies of Scale	**LO2: Human Resources Requirements** 2.1 – Methods of Recruitment 2.2 – The Recruitment and Selection Process	**LO3: Finance** 3.1 – Sources of Finance (Appropriateness of Sources of Finance); 3.2 – Cash Flow; 3.2 – Cash Flow (Recap/Practice); 3.3 – Financial Terms and Calculations; 3.3 –	**LO4: Business Planning** 4.1 – Business Plans 4.2 – Controlled Assessment Preparation		

		2.3 – Contracts of Employment 2.4 – Importance of Training 2.5 – Types of Training	Financial Terms and Calculations (Break-Even); 3.4 – Analysing Financial Performance (Purpose of Financial Statements); 3.4 – Analysing Financial Performance (Profit and Loss; Account/Income Statement); 3.4 – Analysing Financial Performance (Statement of Financial Position) and (Profit Margins)			
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
French	Unit 7: global issues Si + present Verbs of possibility Subjunctive	Unit 8: travel & tourism Revision of three tenses **Pluperfect tense (Higher)	Units 9&10: My studies, life at school & college Modal verbs Perfect tense Conditional mood	Units 11&12: Education post 17, jobs, career choice & ambitions Quand + future tense Passive voice in present tense		

				Avoiding the passive voice		
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Food preparation and Nutrition	Revision of macro and Micro nutrients. Fish, types and categories. Introduction of NEA 1 task. Submission at the end of term.	Revision For November mock exams. Completion and analysis of mock exams Introduction of NEA 2 task	Introduction to NEA 2.	NEA2 continued. Practical exam completed. 4-hour cooking Submission at the end of term	Technological advancements Factors affecting food choice Revision.	Revision for exam and exam.

Geography	Urban issues and challenges Issues and challenges in HICs Urban fieldwork Changing economic world UK economy	Changing economic world The development gap	**Changing Economic World** Development gap and Nigeria **Resource management-**food, water and energy in the UK	**The challenge of resource Management-**Global water/food/energy Introducing the Issue evaluation	Issue evaluation- post pre-release	
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Child Develop-ment	Component 3b Health and safety in early years	Component 3c Adapting activities to support children with SEN	Revision in preparation for component 3 exam – early February	Retakes of component 3 revision Complete outstanding coursework		
History	**Unit 2 Conflict and Tension (continued from y10)** League of Nations Creation of the league Manchuria, Abyssinia and the rise of Hitler.	**Unit 3** Hitler's foreign policy Road to the Second World War Austria, Nazi Soviet Pact and Poland	**Content complete- (with Germany paper removed)** Focused revision booklets and lessons: Medicine through time Elizabeth I Conflict and Tension 1919-1939			

Maths	Class Priority Topics Shape 7 - Measures	Statistics 5 – Averages and Probability of combined events Shape 8 – Triangles and Similarity	Scheme of learning is determined from personalised learning checklists and will vary per class.			
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Computing	2.3.1 Defensive design 2.3.2 Testing 2.4.1 Boolean logic 2.5.1 Languages 2.5.2 The Integrated Development Environment (IDE)	Non Exam Assessment	Non Exam Assessment	Revision	Revision	Revision
Music	Completing composition 1, score audio and programme note. Mozart Clarinet Concerto Preparing for performance Starting composition 2	Working on composition 2. Pop Music from 1960-1070s Traditional Music Preparing/recording performances (ensemble and solo)	Completing the audio for composition 2. Revision of Little Shop of Horrors – long answer practice. Preparing/recording performances (ensemble and solo)	Completing score and programme note for composition 2. Revision of all musical genres studied (short listening exercises)	Revision and exam preparation.	

				All performances and compositions submitted (60%)		
Physical Education/ Dance	**PE** Socio-cultural influences and well-being in physical activity (Sports psychology)	**PE** The human body and movement in physical activity and sport (Physical training)	**PE** The human body and movement in physical activity and sport (Physical training) + NEA	**PE** NEA + Revision and exam preparation	**PE** Revision and exam preparation	**PE** Revision and exam preparation
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Physical Education/ Dance Cont:	**Dance** Within her eyes (professional works: comparison, lighting and performance) Infra (professional works: comparison, lighting and performance)	**Dance** Emancipation of Expressionism (professional works: comparison, lighting and performance) Artificial things (professional works: comparison, lighting and performance	**Dance** Shadows (professional works: comparison, lighting and performance) A Linha Curva (professional works: comparison, lighting and performance)	**Dance** Revision and exam preparation	**Dance** Revision and exam preparation	**Dance** Revision and exam preparation
Fitness **VCERT**	Revision of: Health and fitness Skeletal system Muscular system Respiratory system	Revision of: Cardiovascular (and energy) systems **Training, components and lifestyle.**	**Synoptic Project:** **Structure of fitness programme** **Warmup and cooldown** **Main activity sessions**	**Synoptic Project:** **Health and safety / risk assessment** **Revision for exam.** **Complete synoptic project.**	**Complete synoptic project.**	**Complete synoptic project.**

Religious Studies	**Component 1** **Issues of human rights –** Social justice, religious attitudes to social justice, human rights – questions and conflicts, censorship, religious expression, religious extremism, prejudice & discrimination, racism, wealth and poverty	**Component 2** **Christianity: practices** Forms of worship, the sacraments, Pilgrimage and celebrations, Christianity in Britain and the role of the church in the local community, the worldwide church	**Component 3** **Islam – practices** The five pillars, Jihad, The 10 obligatory acts of Shi'a Islam	**Revision and exam preparation**	**Revision and exam preparation**	
YEAR 11	TERM 1	TERM 2	TERM 3			
Combined Science	Phys G- Magnetism and forces. Students will learn about the properties of magnets, how microphones and speakers work, momentum and pressure Chem G- Rates of reaction. Students will learn about why some reactions are slow and other fast and the factors that can affect the speed at which a reaction takes place	Bio G- Ecology and evolution. Students will learn about the adaption of animals and plants over time, including evidence for evolution and the science behind selective breeding Bio H- Inheritance. Students will learn about DNA, how cells reproduce and why there are variations in organisms. Along with the ethical issues behind cloning and genetic engineering	Content finished- revision determined from students' personlised learning checklists			

YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4 – TERM 6
Biology	**Bio G- Ecology and evolution**. Students will learn about the adaption of animals and plants over time, including evidence for evolution and the science behind selective breeding	**Bio H- Inheritance.** Students will learn about DNA, how cells reproduce and why there are variations in organisms. Along with the ethical issues behind cloning and genetic engineering	**Bio H- Inheritance.** Students will learn about DNA, how cells reproduce and why there are variations in organisms. Along with the ethical issues behind cloning and genetic engineering	Content finished- revision determined from students' personlised learning checklists
Chemistry	Chem G- Rates of reaction. Students will learn about why some reactions are slow and other fast and the factors that can affect the speed at which a reaction takes place	Chem H- Organic II (Separate science only). Students will learn about different organic molecules their reactions along with techniques for analyzing chemicals	Chem H- Organic II (Separate science only). Students will learn about different organic molecules their reactions along with techniques for analyzing chemicals	Content finished- revision determined from students' personlised learning checklists

		such as flame tests and chromatography	such as flame tests and chromatography	
YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4 – TERM 6
Physics	Phys G- Magnetism and forces. Students will learn about the properties of magnets, how microphones and speakers work, momentum and pressure	Phys H- Waves II- Students will learn about ultrasound, seismic waves, and lenses.	Phys H- Waves II- Students will learn about ultrasound, seismic waves, and lenses.	Content finished- revision determined from students' personlised learning checklists
Psychology	Topic 7 - Development	Topic 8 – Perception	Term 3-5 Revision – using PLCs for targeted revision strategies Term 6 – External Exams	